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ABSTRACT

Developed for school counselors in Alabama, this implementation mode is intended to provide a stimulus for infusing career education activities and goals into the total curriculum. It begins with a matrix showing the goals of career education. An explanation follows of the seven goals (self-awaremess, educational awareness, career awareness, economic awareness, decision making, skills and competencies, and attitudes and appreciations), objectives, and expected outcomes. This information is then presented to provide counselors with guidelines, directions, ideas, and helpful suggestions for use in implementing career guidance: career goal, counseling objectives, counselor's responsibilities, career guidance activities to assist teachers, 91 ideas for application of career education concepts, career guidance activities to assist students, career guidance activities to assist the school, and a list of helpful materials for use in a career lab. A form for career education counselor evaluation is appended. (YLB)

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Career Education

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IMPLEMENTATION MODEL FOR

COUNSELORS

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Alabama State

Bulletin 1980, No. 36

CAREER EDUCATION

IMPLEMENTATION MODE FOR

COUNSELORS

State of Alabama
Instructional Services Division
Career Education Unit
Montgomery, Alabama 36130

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PREFACE

This implementation mode has been developed for counselors, not as a complete, comprehensive career education package, but rather as a foundation or beginning point. Hopefully, this mode will provide a stimulus for infusing career education activities and goals into the total curricula. The activities, ideas, and concepts presented in this publication are by no means an "end product" of career education activities developed in Alabama; they are a beginning, to be used as a "launching pad" to more and better classroom/career education objectives, activities, and resources.

This document is intended to be used by counselors in conjunction with other State Department of Education publications - The Career Education Addendum to the State Courses of Study; The State Plan for Career Education; and The Career Education Resource Directory.

It is intended that this implementation mode will serve as a conceptual framework for infusing the career education philosophy of the State Department of Education into every instructional area of the state educational system. The State Department of Education has made the following statements of philosophy on Career Education:

"Career education is a comprehensive educational approach to the preparation of the citizenry for living as fulfilled human beings in a predominately technical, specialized society.

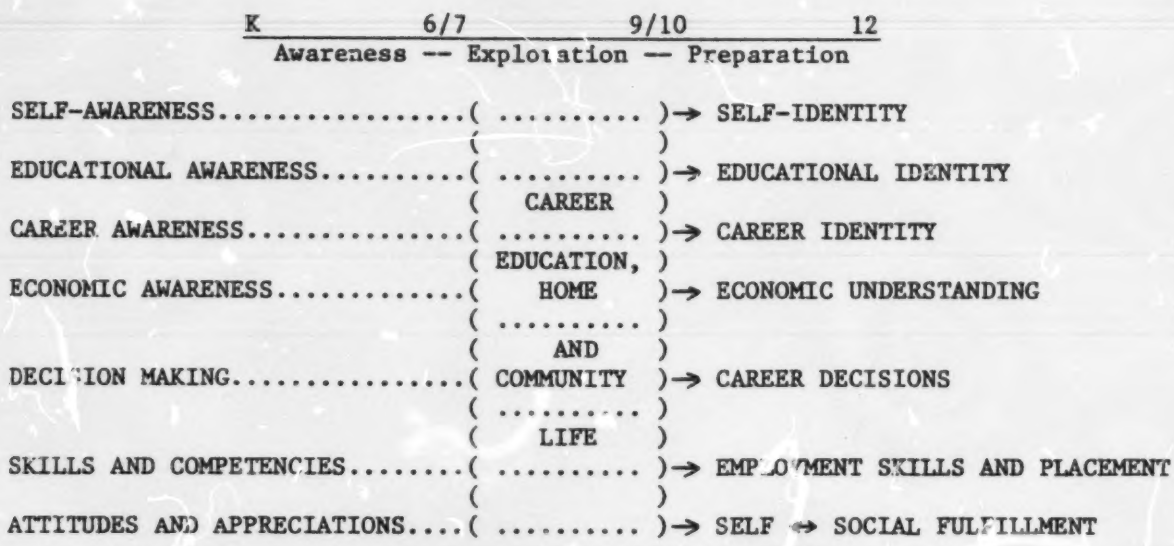
Career education should begin in grade one or earlier and continue throughout the productive life of the individual.

The concept of developmental career education dictates the necessity for a total educational program which is relevant to the world of work and is programmed to provide for the development of an awareness of self and the world of work in elementary students, exploratory experiences for junior high students, and for senior high students, knowledge and skills necessary to pursue further education or to become employed.

Career education is not conceived to replace or to be in addition to any educational programs in existence today. It is intended, however, to make educational subject matter more meaningful and relevant to an individual through reconstructing and refocusing concepts around a career development theme."

In order to reinforce and implement this philosophy, the goals of career education are shown in the following matrix:

GOALS OF CAREER EDUCATION



This structure provides a comprehensive, sequencial, and integrated approach to career education designed to assist students to make career decisions based on a broad understanding of career possibilities and requirements and an assessment of the students' own interests, aptitudes, values, and goals. The structure provides for a conceptual change in the existing curriculum rather than the addition of new courses. It meshes the academic subject matter ("knowing" cognitive domain), skills and competencies ("doing" psycho-motor domain), and self understanding and decision-making ("feeling" affective domain). The structure identifies career education goals in three stages or phases beginning in the early grades with career awareness, progresses through exploration of career possibilities, and finally moves into decision-making and planning for preparation for further education, employment, job proficiency, and career advancement. An explanation of the goals, objectives, and expected outcomes follows:

Goal	Objective	Expected Outcomes
SELF-AWARENESS The student acquires a knowledge of himself/herself, what he/she is, and hopes to become.	To help students develop positive feelings about themselves, and to recognize and accept their feelings, their achievements, and their interests.	SELF-IDENTITY The student knows himself/herself and has developed a personal value system.
EDUCATIONAL AWARENESS The student recognizes the need for specific education for career roles.	To help students to become acquainted with the array of educational opportunities which will become	EDUCATIONAL IDENTITY The student has developed ability to select educational avenues for pursuit of career goals.

Goal	Objective	Expected Outcomes
EDUCATIONAL AWARENESS (Continued)	available to them as they progress through school, the nature of these opportunities, and the implications in these opportunities; to help students perceive the relationship between education, life roles, and life styles.	EDUCATIONAL IDENTITY (Continued)
CAREER AWARENESS The student acquires a knowledge of a broad range of careers and how each serves the individual student, the community, and society.	To help students become acquainted with a variety of occupations and careers, the various personal meanings of work, and patterns different people follow in developing careers.	CAREER IDENTITY The individual has selected a role or roles within the world of work.
ECONOMIC AWARENESS The student is able to perceive processes in production, distribution, and consumption relative to his/her economic environment.	To help students become acquainted with the basic economic system and the social and economic changes which are occurring in the world, and the possible implications of these changes for their careers.	ECONOMIC UNDERSTANDING The student can solve personal and social problems in an economic environment.
DECISION-MAKING The student is able to use information in determining alternatives and reaching decisions.	To help students understand the value and processes of rational decision-making, and through practice to develop a "sense of urgency"--the confidence that what they decide or plan can indeed have an effect upon what happens to them.	CAREER DECISIONS The student has developed plans for immediate, intermediate, and long range career development.
SKILLS AND COMPETENCIES The student acquires and develops skills and competencies which are viewed as the ways in which man extends his/her behavior; and develops social and communications skills	To assist students in the selection of and entry into appropriate educational programs and to help them evaluate continuously their progress in developing salable competencies and skills.	EMPLOYMENT SKILLS AND PLACEMENT The students are competent in performance of skills necessary for job placement, and/or further education, and basic life roles.

Goal	Objective	Expected Outcomes
SKILLS AND COMPETENCIES appropriate to career placement and adjustment.	(Continued)	EMPLOYMENT SKILLS AND PLACEMENT (Continued)
ATTITUDES AND APPRECIATIONS The student develops a value system toward his/her own career choice and that of others, and develops appropriate feelings toward oneself and others.	To assist students in their career development so that they are able to anticipate changes in themselves and their environment and will be able to continue to plan and carry out personally satisfying and productive pursuits throughout their lives.	SELF-SOCIAL FULFILLMENT The student has developed an appreciation of his/her own role and roles of others.

INTRODUCTION

The enclosed information provides counselors with guidelines, directions, ideas, and helpful suggestions through which the counselor can implement career guidance and help others implement it.

Each counselor and local situation is different, therefore, requiring different needs and affording varying opportunities. It is, therefore, necessary for the local counselor/s to outline individual yearly goals and plans within the framework of the State Plan. These helps should aid in accomplishing that task.

COUNSELING GOAL

To guide all students to secure the necessary skills, attitudes, and competencies needed for making the transition from school to work at whatever level they leave the educational system.

COUNSELING OBJECTIVES

1. To help students develop positive feeling about themselves as persons of worth, to know themselves, and accept their feelings, their achievements, and their interests

2. To help students become acquainted with the relationship between education and life roles, and the opportunities which will become available to them as they progress through school

3. To help students become acquainted with the variety of occupations in which people are employed, the various personal meanings that work has for adults, and the patterns different people follow in developing careers

4. To help students become acquainted with the basic economi system and the social and economic changes which are occurring in the United States and the rest of the world, and the possible implications of these changes for their careers

5. To help students understand the value and the process of rational decision-making, and through practice to develop decision-making skills

6. To assist students in the selection of and entry into appropriate educational programs and to help them evaluate continuously their progress in developing stable competencies and skills

7. To assure that every student, at the time of leaving or graduating from high school, will be placed according to his career plans in an entry-level job or apprenticeship, a Junior College or Technical School, a Senior College or University, or in the armed services

8. To assist students in their career development so that they are able to anticipate changes in themselves and their environments and will be able to continue to plan and to carry out personally satisfying and productive pursuits throughout their lives

RESPONSIBILITIES OF THE COUNSELOR

The counselor is neither an administrator nor a supervisor. The counselor's responsibility is to ascertain that his/her understanding coincides with those of the principal relative to his/her role and responsibility to career education activities.

CAREER GUIDANCE ACTIVITIES OF THE COUNSELOR

Career Guidance Activities include assisting TEACHERS by:

1. Preparing community resource file of existing business, labor, and industrial personnel and available media that school personnel can secure. Operate a community resource pool for teachers, including arranging for resource speakers and field trips to be available for staff use

2. Furnishing:

   a. List of available career education units
   b. List of volunteer speakers
   c. List of available field trips
   d. Job applications from local industry
   e. Other career material appropriate to curriculum

3. Working closely with librarians by making available list of books covering career education

4. Keeping in contact with librarians by submitting lists of needed new materials for purchase

5. Cooperating with administration, faculty, and staff in in-service activities. Provide an in-service career education program for school staff. The activities should include actual "hands-on" experience in the world of work in addition to relating the career education concept to this activity. A local business or education institution can help to further this program

6. Providing teachers with the scientific method of decision making so they may regularly expose students to and afford them the opportunity of decision making

7. Distributing curriculum guides from State Department of Education appropriate for each grade level

8. Providing a mobile career resource file

9. Keeping weekly job offering bulletin board from local newspapers

10. Publishing monthly newsletter of current trends and opportunities of information regarding employment and careers

11. Providing Career Education fusion or group guidance activities as listed below

91 IDEAS FOR 901 APPLICATIONS

1. Have the class name some occupations requiring special kinds of personality traits.

2. Discuss what has influenced who you are today. Examples are family, travel, extra-curricular activities; list others.

3. Role-play or dramatize a "This is Your Life" program.

4. Have students survey employers as to the useful skills or lack of skills of recent employees hired.

5. Have students make drawings or self-portraits and ask:

   a. How do you see yourself?
   b. What traits or skills do you have that you like?
   c. What traits or skills would you like to develop?

6. Role-play some value conflict situations, i.e.:

   a. within the individual
   b. between workers
   c. between the worker and the organization

7. Discuss: "How would you define success: What values and specific goals are implied by your definition? e.g., power, fame, contentment, money."

8. Discuss work performances and related ideas. Have students select occupations illustrating each of the following on a continuum and then pick the most and least preferred occupation.

   a. Routine . . . . . Varied
   b. Indoor . . . . . Outdoor
   c. Hazardous . . . . . Nonhazardous
   d. Precise . . . . . Approximate
   e. List Others

9. Interview workers in different job clusters about their interests.

10. Study career charts relating to careers, training, and school subjects.

11. Debate: "Interests are more important than abilities in choosing electives or jobs."

12. Ask students to list occupations they reject as a way of revealing the students' individual interests.

13. Have students keep a personal diary of their activities for one week. Have them note likes and dislikes and discuss in small groups the relationships of the week's activities to tentative career choices.

14. Have students list occupations which have some very specific physical characteristic requirements, e.g., professional sports, heavy construction work, high-speed assembly line work.

15. Have students consider requirements for jobs in terms of: hearing, eyesight, height, voice, energy level, general health, age.

16. Make a case study of someone who has experienced physical and/or related mental problems caused by his job.

17. Interview workers in various work situations to determine physical and mental characteristics required to perform various jobs.

18. Invite a personnel counselor or industrial psychologist to discuss the relationships between physical and mental health.

19. Use the observations and interviews made during a field trip to develop personality requirements for various work roles.

20. Have the class develop a survey form--"Important Needs of Workers"--and survey occupational resources to determine the degree of need satisfaction in various occupations.

21. Have students survey others (parents, teachers, workers, etc.) to determine how they rank the various rewards of work.

22. Debate whether a job is an expression of your personality or whether the job tends to create a certain type of personality.

23. Have students develop skits on various work settings, i.e., an assembly line, a sales conference, hospital work, a construction site. Discuss the talents or skills that seem necessary to carry out the various roles.

24. Have students interview workers for "typical day" activities and describe the interests expressed.

25. Interview students in the school work experience program concerning the expression of interest through their work.

26. Have students study occupations seen on TV, motion pictures, and other media. Have students record what is displayed as desirable. e.g., adventure, power, status, income, etc.

27. Have students interview older people, such as grandparents, concerning their views of hard work; compare with views held by younger people.

28. Role-play some stereotyped work roles and the implied role conflicts, e.g., commission sales workers.

29. Invite representatives to speak from community volunteer organizations.

30. Invite representatives from local industries to describe how they use young volunteers.

31. In small groups have students analyze themselves and verbalize ways in which they can contribute to a task.

32. Role-play situations illustrating weak and strong commitments to a task.

33. Use puzzles, games, and exercises to illustrate the decision-making process.

34. Discuss: "Once you make a choice of a job you should stick with it the rest of your life."

35. Discuss: "There is only one occupation which is best for any one individual."

36. Discuss the kinds of decisions people of varying age groups must make: 5-year-olds, 10-year-olds, 18-year-olds, 25-year-olds, 40-year-olds, 65-year-olds.

37. Write an "occupational epitaph" for your tombstone.

38. Have students read autobiographies or biographies of famous people and predict the probability of success for other careers.

39. Ask students to describe their reasons for course selection as they relate to their occupational goals. Do the same for course transfer requests.

40. Have students study the implications of various work roles, leisure time activities, and family life activities.

41. Have students study the developmental life experiences of workers in various occupations through biographical materials and interviews. Discuss how early life experiences influenced future choices and opportunities.

42. Ask students to explain three decisions that they will have to make before choosing a career.

43. Develop a student-to-student advisor system, e.g., 9th-graders advising 7th-graders. Analyze different reactions and advice given by students, teachers, counselors, and parents.

44. Ask students to interview adults such as teachers, parents, and people in the community, using a hypothetical career choice. Compare the different advice based on the same information. Look at age, sex, occupation, and family relationship to the advice given.

45. Have a committee report on good examples of sources of career information.

46. Ask students to assist in developing and maintaining a career resource center within the school.

47. Have students stage a "What's My Line" TV show and utilize dress, manner, and speech to illustrate occupational stereotypes.

48. Have students survey different popular magazines, films, and newspapers to determine how various occupations are portrayed.

49. Have students study the want ads for the training required for occupations in different interest areas.

50. Have students interview workers about their education and work training. See if there is a relationship between their high school courses and their occupations.

51. The class or committees could list all the jobs for which they think a certain school subject would prepare them. Discuss these choices with subject teacher.

52. Invite high school personnel (teachers, counselors, etc.) to explain educational programs and their relationship to occupations.

53. Debate or discuss: "What is the most important subject in school?"

54. Discuss the validity of employer preferences such as age, sex, appearance, marriage status, etc.

55. Role-play and video tape simulated employment interviews which illustrate various personal characteristics that can show up in an interview; for example, appearance, mannerisms, and speech.

56. Have students interview people in supervisory positions about criteria for promotion.

57. Read selections from the book THE PETER PRINCIPLE (1969) and discuss.

58. Have students study the in-service educational opportunities in various occupational fields by interviewing and using printed resources.

59. Have students identify jobs that require geographical mobility, e.g., local firm vs. national firm, small firm vs. chain store, migrating workers, etc.

60. Study the immediate and long-term rewards in various occupations. Consider personal, intrinsic rewards, social or status awards, and economic rewards.

61. Play a "nickname of occupation matching game," for example, cop, grease-monkey, strawboss, leatherneck, saw bones, frogman. Discuss possible stereotypes of the occupations implied by the nicknames.

62. Have students make a list of words describing "good workers" in various occupations.

63. Dramatize (or role-play) several occupations represented by parents of class members or workers whom students might observe in the community.

64. Have each student write a theme on "What I Think the Job World Will Be Like Twenty Years from Now."

65. Interview State Employment Service workers on the effects of business cycles and changing technology on employment opportunities.

66. Identify worker functions or roles which are common to past and present occupations and might be found in the future, e.g., personal service activities.

67. Define: Automation, Cybernation. Discuss the effects of automation pro and con. For example: If you were a coal miner who was replaced by a machine, how do you think you would feel about automation? Discuss, "Is it possible that this automated age will outmode people to the point that machines rather than humans will be in control of society?"

68. Have students develop audio tapes and slides on job descriptions for use in the class and the school.

69. Discuss the value of summer job tryouts.

70. Develop skits portraying ineffective workers.

71. Tape and play back simulated job interviews for voice quality: videotape for posture and appearance factors such as health and grooming.

72. Invite recent graduates and dropouts to speak to the class on their occupational experiences.

73. Have students spend a day with parents or close friends at their place of employment and report back to the class on the various occupations observed.

74. Have students make up cartoons illustrating various attitudes toward work, e.g., "The instinct of workmanship," "Some people can't leave their work behind," "Is the life of ease really the good life?"

75. Debate or discuss the subject of whether or not a person must work to be happy or be happy at his work.

76. Examine particular frustrations in given job classifications, e.g., public employees, women's occupations.

77. Discuss financial compensation as composed not only of salary but of fringe benefits, stock options, payment for travel expenses, etc.

78. Have students survey various occupations and obtain published codes of ethics. Discuss the reasons for codes and their limitations.

79. Analyze the following factors as means of achieving power:

    a. formal position, elected or appointed
    b. personality
    c. money
    d. knowledge

80. Examine the symbols of power, e.g., white coats in medicine, carpeted offices, titles.

81. Observe and tape a task group at work. This could be a city council, school board, or student government meeting. Discuss the work and authority distribution among members, the reasons for such a distribution, and the ways people responded to authority roles.

82. Have students interview supervisors or employers of the same occupations; compare their expectations.

83. Have the students write a letter of reference for themselves for an imaginary position.

84. Read job descriptions in the Occupational Outlook Handbook and find occupations that show how one type of work is dependent on another.

85. Discuss: Work, the site of human relations. Ask, "Why is work today a group activity?"

86. Visit a firm and have students make observations of group problem-solving and production.

87. Ask students to make lists of activities that they define as work, play, and creative leisure. Discuss differences and similarities.

88. Survey working women on their reasons for working. Include working mothers.

89. Structure a role-playing situation of a student as a grandmother, mother, and herself in the future. Emphasize the changing historical role of women.

90. Describe the interest areas on the Kuder or other inventories. Ask the students to rank their three highest and three lowest interest areas. Administer the inventory. Interpret the results and compare with the students' self estimates.

91. Have students to design word-o-gram puzzles using work attitudes or different occupations within a cluster.

Career Guidance Activities include assisting STUDENTS by:

1. Helping students to decide whether their strengths are dealing with data, people, and/or things (or a combination of these)

2. Preparing a senior job kit which includes application filing procedures, how to conduct oneself at a job interview, information about why people are hired and/or fired

3. Surveying student needs and by organizing career day. Arrange career days by having several people representing all possible levels of a cluster of occupations available to students. These clusters should be related to a discipline to enhance teacher understanding of related careers; e.g., health cluster sponsored by the science department, construction cluster operated through the industrial education department, communications occupations run through the English department.

4. Serving as liaison between community and the student for job placement. Establish a placement function for students in your system. Arrange for liaison with manpower and employment services and form a job pool for placement purposes.

5. Preparing career education bulletin boards

6. Administering and interpreting interest inventories and aptitude tests

7. Conducting group couseling sessions, including subjects such as:

   a. self worth
   b. social development
   c. values
   d. career decision making
   e. attitudes regarding ourselves, others, and work
   f. group behavior and one's responsibility in a group
   g. responsibility to self and to one's community, and to one's country

8. Conducting individual and group counseling in relation to career decision making

9. Providing work observation and exploration for students by arranging students to spend a day or part of the day in a work setting

10. Organizing or assisting teachers in organizing career clubs appropriate to student needs

11. Providing teachers and students with information on how to write a resume and data sheet for job seeking

Career Guidance Activities include assisting the SCHOOL by:

1. Presenting assembly programs with career education emphasis

2. Keeping career education visual reminders in the most traveled and obvious locations in the school. An example is to divide the school calendar year into emphasis given each of the fifteen clusters. Give visual examples to the cluster and careers being spotlighted at the time.

3. Presenting to group sessions of parents, Parent Teacher Organizations, civic organizations, etc., the career education concept and opportunities presented by the school

4. Informing curriculum coordinator/administrator concerning student career subjects not being offered by present curriculum

5. Informing total school staff of career services offered by counselors

HELPFUL MATERIALS FOR COUNSELOR IMPLEMENTATION OF CAREER EDUCATION

Some career education materials are available from the local and state career coordinator. The counselor can serve as the liaison with state department and government agencies. They can provide valuable help in writing proposals and obtaining needed funds and expertise related to proposed programs.

Set up a career lab. Materials should be arranged in nondiscriminatory form utilizing clustering so all students can explore occupational information and educational opportunities. This lab is a fine "neutral" place for informal counseling and small group work. This lab may be utilized as a valuable resource for teachers as well. Materials should include:

1. Career magazines, brochures, charts, pamphlets, etc. Many are available free from companies and sources listed in the Dictionary of Occupational Titles. Subjects which should be included are: sex fairness, personal

problems, financial planning, communication skills, study skills, job opportunities, job applications, and interviews.

2. Copies of the Dictionary of Occupational Titles
3. Copies of the Occupational Outlook Handbook
4. State Department of Education Career Education Resource Directory (includes lesson plans, films, printed career education materials)
5. College information
6. Aptitude tests
7. Interest inventories
8. Job applications
9. Career word puzzles
10. Career characteristics charts for students to study
11. Career comic books
12. Career games
13. Career slogans
14. Career biographies
15. Career education filmstrips on careers, attitudes and appreciations, self-awareness, decision-making, etc.
16. Units on self-awareness and career decision-making (to be used in group counseling and/or classroom setting)
17. Teacher lesson plans from local and state Career Education Offices

APPENDIX

CAREER EDUCATION COUNSELOR EVALUATION

Counselor _____ Date _____

School _____

Grade Responsibilities _____

Yes	No	Needs Improvement	Checklist of Statements
( )	( )	( )	1. Do you know the job performance expected in your position?
( )	( )	( )	2. Do you and the principal agree and understand your responsibilities?
( )	( )	( )	3. Did you present the goals and plans for this school year to the principal at the beginning of the school year?
( )	( )	( )	4. Did you present the goals and plans for this school year to the teachers at the beginning of the school year?
( )	( )	( )	5. Do you conduct any group career guidance sessions?
( )	( )	( )	6. Do you serve as a career guidance school coordinator for teachers?
( )	( )	( )	7. Do you coordinate field trips/speakers for groups/teachers?
( )	( )	( )	8. Do you provide career education materials for teachers?
( )	( )	( )	9. Do you have a Career Club?
( )	( )	( )	10. Do you serve as a job placement liaison in the school?
( )	( )	( )	11. Does your school have a career education advisory council?
( )	( )	( )	12. Do you serve on the school/community advisory council?
( )	( )	( )	13. Did you help organize the council?
( )	( )	( )	14. Do you provide feeder schools with information regarding the career education activities in your school?
( )	( )	( )	15. Are there some additional projects/activities you would like to do if you had time?
( )	( )	( )	16. Is the career counseling responsibility balanced in your school?

CAREER EDUCATION COUNSELOR EVALUATION
(Continued)

Yes	No	Needs Improvement	Checklist of Statements (Continued)
( )	( )	( )	17. Do you work with special education students?
( )	( )	( )	18. Do you serve as a participant in your local school curriculum planning and revisions?
( )	( )	( )	19. Is Career Education part of your yearly faculty in-service training?
( )	( )	( )	20. Do you see that the Career Guidance needs of each grade level are met?
( )	( )	( )	21. Do you administer any interest inventories?
( )	( )	( )	22. Do you administer any aptitude tests?
( )	( )	( )	23. Do you counsel individually with students regarding their test results as an aid to career planning?
( )	( )	( )	24. Does your school librarian provide a Career Guidance Section for the students and teachers in the library?
( )	( )	( )	25. Does your school have a Career Resource Center?
( )	( )	( )	26. Do you present an assembly program with Career emphasis?
( )	( )	( )	27. Do you make specific efforts to prepare students for job interviews, such as writing resumes and filling out job applications?
( )	( )	( )	28. How many teachers do you estimate fuse career education into their subject areas? _____
( )	( )	( )	29. Do you keep yourself knowledgeable of employment trends?
( )	( )	( )	30. Do you conduct follow-up activities to see where your students are one and five years after graduation?
( )	( )	( )	31. Do you assist, or work with, parents to provide them information pertaining to the students' future career goals?
( )	( )	( )	32. Do you assist your students in developing effective life decision-making skills?

Yes	No	Needs Improvement	Checklist of Statements (Continued)
( )	( )	( )	33. Do you help students become aware of how they can apply these skills to relate to jobs and/or occupations and further education?
( )	( )	( )	34. Do you help students develop positive attitudes toward themselves, school, community, and work?
( )	( )	( )	35. Do you help students develop an appreciation for the personal, social, and economic significance of work?
( )	( )	( )	36. Do you provide students with an awareness of the many occupational options open to them?
( )	( )	( )	37. Do you help students consider how their career choice may affect their lifestyle?
( )	( )	( )	38. Do you assist teachers in providing experiences for students to explore the students' interests and aptitudes through actual or simulated work experiences?
( )	( )	( )	39. Do you assist students in developing personal flexible career plans?
( )	( )	( )	40. Do you help students become prepared for a "next step" when they leave public school, in either immediate employment or continuing education?